

# Vocational Education and Training

## Competency Based Training and Assessment

Competency Based Training (CBT) recognises that individuals learn new information and skills at different rates and they can acquire these in different ways. Competencies are defined levels of skills and knowledge. Learners can achieve the competencies by studying in class, working in a job, or by a combination of study and employment experiences.

CBT differs from the traditional approach to learning in that it places emphasis on skill development relative to the needs of industry and aims to produce a workforce with the skills and knowledge that industry requires.

Participants are considered competent when they are able to consistently apply their knowledge and skills to the standard of performance required in the workplace. Both workplace and off-the-job training and assessment aim to ensure that participants have the competence to undertake their work role to the standard expected in a range of employment situations.

## Unit of Competency

Each unit of competency consists of a code, a title, a descriptor which details the overall aim of the unit, a set of elements which describe actions and outcomes that are demonstrable and assessable, and performance criteria that specify the activities, skills, knowledge and understanding which provide the evidence of competent performance.

Also included is a range statement that describes any contextual variables that may be encountered when applying the competency in a workplace situation and an evidence guide that provides advice to assessors and trainers and directs assessment. More detailed information on units of competency and Health Training Package HLT07 is available on: <http://training.gov.au/>

To successfully complete each unit you are required to achieve 100% competency, and you are given three attempts at each assessment task to do so.

## Foundation skills

Foundation skills are those core or essential skills we need to engage successfully in work and life. The term 'Foundation Skills' is currently used to include the core skills defined in the Australian Core Skills Framework (ACSF) as well as the employability skills identified by employers as critical for effective performance in the workplace. The core skills of the ACSF include reading, writing, oral communication, numeracy and learning.

## **Assessment Plan**

When enrolling into a full qualification, you will receive an Assessment Plan with your enrolment form on day one of face to face training. The plan outlines detail such as:

- ▶ units of competency
- ▶ assessment method and evidence required
- ▶ assessment details
- ▶ commencement and completion dates
- ▶ additional assistance required

## **Course Evaluation and Quality Improvements**

St John regularly collects statistical information to monitor, maintain and achieve ongoing continuous quality improvement in the delivery of vocational education and training. We value and welcome constructive feedback from our participants, learners, employers and staff concerning educational and service improvements or changes that would improve our existing training and client services provided by St John.

To provide management with this feedback you will be asked to complete a confidential online survey. An email will be sent to you after the completion of your training providing a link to the survey. Participants wishing to provide additional feedback on any issues or areas for improvement are encouraged to do so.

## **Integrated Delivery**

This course groups related units of study so that topics are relevant and delivered in a way that reflects workplace practice. This means that many of the face-to-face training sessions may cover topics for more than one unit. Similarly, many assessment tasks are designed to meet the requirements for more than one unit. Each part of the course may have a different focus but nevertheless are related. This integrated approach to delivery and assessment includes interactive learning experiences and assessments in a replicated workplace environment. This approach enables participants to practice new skills and apply new knowledge in a highly supportive and simulated workplace environment; the content is delivered by highly qualified pre-hospital care educators.